

# Global

SATELLITE COMMUNICATIONS FOR LEARNING WORLDWIDE

## May Conference "Big Success"

"The Sixth Annual SCOLA Conference was a grand success" according to Lee Lubbers, S.J., President of SCOLA, "Participants were able to witness all aspects of the SCOLA network in operation, listen to speakers on the forefront of the technology, and have a glimpse of how instruction of the future, using the telecommunications medium, will be approached.

The Conference began with Mark Long presenting "Introduction to the World of Satellites." Mark discussed the satellite systems around the world and their signal availability or patterns. He also gave an overview of the current types of satellites in service and upcoming developments in the space/satellite industry. The SCOLA project, with reception facilities strategically placed around the world, can pick up about 70-80% of the global satellite signals.

There was a balance of presentations between science and applied arts. The technical aspects included satellite reception, distribution methods and cable systems. The educational side of the house discussed new application methods for SCOLA in the classroom and the use of computers and audio-visual material for teaching language.

Duke University is one of the first institutions to integrate SCOLA programming into the language lab. Even though broadcasts were only received since January, there has been substantial positive feedback from students and faculty. The staff at Duke responsible for the delivery of SCOLA made presentations during the Conference to highlight examples of how to use the resource. The team from Duke included Pegge Abrams, Director of the Language Lab, Wes Newman, Director of Special Events, and Margaret Kentgens-Craig, Lecturer of German. (More on this in separate article)

CALICO (Computer Assisted Language Learning and Instruction Consortium) was represented by Frank Otto, Executive Director. CALICO is a clearinghouse and research organization for language instruction utilizing interactive video and computer programs. Dr. Otto demonstrated state-of-the-art programs in language instruction by integrating the use of a PC, videodisc, and satellite program.

The concern of many attendees was the purchase and installation of a satellite system for their own schools. There were several manufacturers pre-

CONTINUED ON PAGE 3

### INSIDE

President's Notes  
Page 2

Conference Tapes  
Page 3

Duke University  
Page 4

New Uplink  
Page 5

NHK News  
Page 5

Benefits  
Page 6

SCOLA's #'s  
Page 7

SCOLA in JETT  
Page 8

SCOLA Global  
Vol. VI, No. 4  
June 1988

# SCOLA PRESIDENT'S NOTES

The 6th Annual SCOLA Conference was indeed the best ever. The SCOLA staff and the expert presenters got rave reviews from all the participants,

I will be in Paris from June 17th until I feel like coming home again. I will be the guest of the Ministry of Foreign Affairs thanks to the good offices of M. Henri Herve of the Cultural Office of the French Embassy. They have made all my appointments with various networks and assisted us in every way to get the programming that will make the SCOLA network a greater resource. I will also be participating in the UNESCO Council of Television meetings on satellites on Friday, June 24th; I am on the Executive Committee of this Council.

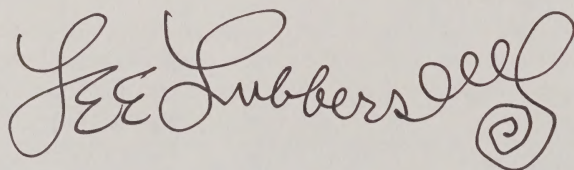
SCOLA is planning two additional Conferences for the coming year: another in early October specializing in the interests and needs of various branches of government language schools; and perhaps a "regional" one-day event somewhere in the East.

I have made some important contacts with the German networks for an increase in the number of hours of their programming daily.

The NHK tapes are arriving from Tokyo direct and daily with both Japanese and English audio channels.

The 10-meter UPLINK is up and in blossom on the campus here and anxious to continue our 8-hour daily satellite distribution.

Spend some money on education: **SUBSCRIBE TO SCOLA NOW!**

A handwritten signature in dark ink, reading "Lee Lubbers". The signature is stylized with large, flowing loops and a decorative swirl at the end.

Lee Lubbers, S.J.

## CONFERENCE

### CONTINUED FROM PAGE 1

senting information on different types of satellite systems. Tim Daugherty of Valley Products manufactures a screen type dish. Tim discussed the overall design of parabolic dishes, site selection, installation techniques and roof mounting. Randy Weeks of DH Satellite brought a 10' dish for demonstration. Experienced with installs across the country, Randy had some guidelines on resolving the interference problems of urban systems. Scott Grone of Antenna Technology Corp. discussed the Simulsat, a multi-beam satellite receiving antenna capable of receiving all of the domestic satellites in North America at once. Information from all three systems is available from the SCOLA office.

Returning again this year was Cordell Jeppsen from University of Iowa to discuss international broadcast standards. Cordell specializes in the conversion of video signals and related electronics. There are three main systems for broadcasting video signals: NTSC for North America; SECAM for USSR, France, and some Middle Eastern; and PAL for Europe, China, Japan, and most of the rest of the world. When SCOLA receives a foreign news broadcast, we must then convert the signal to NTSC before transmission. Some of this technology was pioneered by Cordell and his associates.

The rules and guidelines of video taping, duplication, FCC regs, and the common sense approach to broadcast policy were discussed by Fred Finn, J.D. of Brown and Finn in Washington, D.C. Fred has been a consultant and conference speaker of SCOLA for several years. His experience in legislation, lobbying, and national association representation in satellite and cable industry has been very valuable and supportive of SCOLA.

A description of the commercial satellite providers was given by Cindy Bowers of GTE Spacenet. The outlook of commercial time availability, how the network operates, and capabilities of present and future satellites was discussed. In contrast, Francis Lajba, designer of the Russian tracking system,

illustrated how the elliptical orbit of the Molniya allows for signal reception in the U.S. These Molniya satellites in polar orbits yield a great resource of understanding because we are able to see programs as they are intended for their native Russian people.

Special thanks to Jack Dunn for his efforts on helping to promote SCOLA. Jack develops a special audio visual presentation every year for the Conference. His work is always appreciated because it gives a fresh perspective to the SCOLA resource.

The address Saturday by Lee Lubbers, S.J., President of SCOLA was devoted to the aims and objectives of the organization. There were numerous suggestions on the improvement of scheduling, the value of the resource to educators, and future plans for the installation of the permanent C-Band uplink (see separate article). The resounding message from the affiliates in the audience was one of encouragement. While only broadcasting since mid-January, SCOLA has enjoyed growing recognition in the educational and business community nationwide. Much of this success is due to the efforts of affiliates who are promoting SCOLA through their professional associations. The continuing efforts of these like minded people shall certainly continue to make this network a success.

## Conference Tapes Available

The Sixth Annual SCOLA Conference is available on 1/2 inch video tape. Two four-hour edited tapes are available at \$50.00 each. The Conference brought together educators and administrators from nearly 100 different Colleges, Universities, and High Schools to learn about SCOLA technology. If you are considering SCOLA for your school, the information on these tapes is invaluable!

To those of you who participated in the Conference, here is an opportunity to find out what was really said after you fell victim to information overload.

Please call 402+280-4063 for ordering information. •

# HOW DUKE IS USING SCOLA

The first broadcast of international news programming on SCOLA began January 18, 1988. A team at Duke University was ready to utilize the SCOLA resource on that memorable first day. Even though only four months have passed prior to the Conference, the methods of using SCOLA that this team has pioneered is a significant indication of future trends. The team approach is important because typically no one person will possess all the resources to fully implement and promote the use within a campus environment.

At Duke University, Pegge Abrams, the Director of Language Labs, spearheaded SCOLA through the administrative channels and garnered the assistance of Wes Newman and Margaret Kentgens-Craig. The cable distribution and technical design of the system is under the direction of Wes. Reporting on the actual classroom application is conducted by Margaret. There has been continued support throughout Duke by faculty such as Frank Borchardt for the development of SCOLA resource.

The language lab records all the SCOLA broadcasts for replay upon request by instructors and students. The recordings are occasionally used as assignments (ie. watch the Soviet "Vremya" newscast) and reviewed during the next class. The departments using the resource shared with Languages

and shortly grew to include Anthropology, History, Religion, and International Studies. There are over fifty requests for tapes a day at the lab, not including several area public and private schools. The impact with the SCOLA video resource seems to be readily accepted by instructors after they get over their fear of being replaced by a TV. Once the realization that SCOLA can be a motivational tool to integrate the student into the culture and study of a language, the use of the resource multiplies.

Instead of the student going to the language lab, the programming is coming to the student throughout the campus, via the cable system. This was one of the first objectives in redefining the mission of the language lab. The idea was to expand the public viewing areas of the campus cable system. New areas of viewing access include library seminar rooms, lobbies, meeting rooms, classrooms, and "language corridors." The language corridor would be a wing or floor of a building that is dedicated to one language. VCR tapes would be playing on the monitors to give the immersion effect and dorm floors would be reserved for students studying that language.

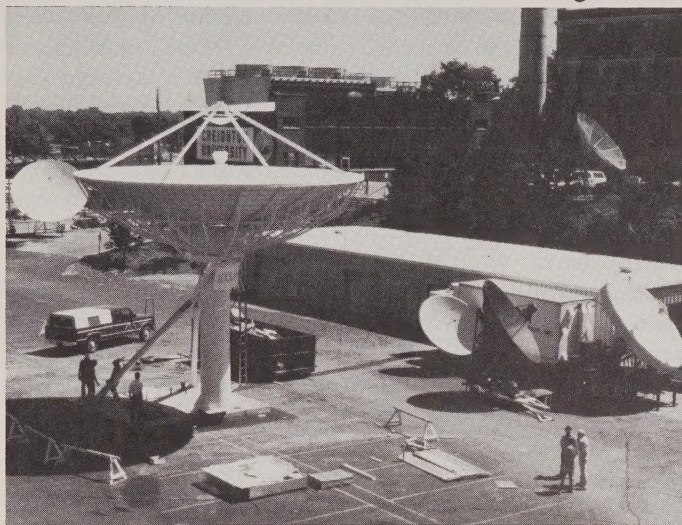
The effect created by the language corridor needs to be anticipated during the planning stage of the campus cable system. The

main consideration is channel allocation, planning the number of channels needed and what programming each will carry. The cable system is distributed through the campus from one central point called the head end. The main cable line or the backbone of the system will have branches going to individual buildings. The evolutionary development of the system must be flexible enough to accommodate future growth in channel capacity and number of hookups.

Using campus cable systems to deliver programming to the classroom interjects fresh thinking into the idea of the audio visual medium for education. There needs to be a distinction made between the TV delivered programming and the message itself. These are two separate aspects. The TV is the carrier of the message. The news program is the message itself. There are three benefits of SCOLA as the message: the information is new, up-to-date; there is an enormous volume of information available; and the information is authentic, first hand from the media source. There may also be secondary reasons for using the news broadcasts (ie., besides just viewing for the message itself, you might watch for correct pronunciation). There is not

CONTINUED ON PAGE 5

# SCOLA's Place in the Parking Lot



The New SCOLA Uplink

The resounding question, the burning question, the only thing that is mentioned first and often last when discussing the "newest addition to the parking lot" - the SCOLA uplink. As I gaze out the window of the infamous SCOLA trailer, the antenna is taking shape. The "hub" had all the "spokes" added yesterday and today, the "petals" were bolted on. The whole dish looks like a huge white tulip (30 feet in diameter). Tomorrow the crane will come to erect the stubby main support to which the dish will be raised, as if it were an inverted umbrella coming out of the ground. So what does all this mean.... To the causal observer, something you can see for four blocks just got planted. To the SCOLA network, it means the long hours of hard work has another tangible sign of reality,

the uplink has landed.

The SCOLA satellite transmission antenna is designed and manufactured from Scientific Atlanta. The diameter of the dish is 30' with a total height of 40'. The transmission capability will include two separate video channels and four separate audio sub-carrier channels. There is a nearby metal building being retrofitted with all the transmission and cable head end equipment. The building is large enough to accommodate real office space and a complete studio/production facility.

Of course, those who are familiar with the urban campus parking scene realize the premium placed on spaces. So how many parking places were sacrificed for the good of the network? ...12! •

## DUKE

CONTINUED FROM PAGE 4

much research on satellite TV as a medium in terms of language exposition skills. New research will look at language skills improvement using TV information provided by this new technique which can support any communicative competence.

The team approach at Duke University has focused the efforts of three people and their respective disciplines to the wide spread delivery and use of the SCOLA resource. Three separate elements have been integrated: reception and recording of satellite delivered programming; campus cable and language lab distribution; combined with, observation and research of teaching applications in the classroom. Those who follow in the implementation example of Duke will have a well defined path to maximize the effort of the resource. •—Michael L. Shonka

## NEWS FROM JAPAN

News from Japan has been added to the already impressive list of foreign language news broadcasts found on the SCOLA network. The news tapes from NHK (Japan) come with a simultaneous interpretation in English. The half hour taped program is the same video that the people of Japan see for their evening news and is sent to SCOLA air express. This service should be of critical use to those interested in international marketing and business. •

# BENEFITS OF SCOLA

SCOLA: a non-profit, non-sectarian consortium of learning institutions providing its members with "live" international news broadcasts via satellite.

Time and again I have been asked to put in succinct language the features and benefits of SCOLA programming for the interested faculty person to take to their administrator. In pleading the case for budget appropriation, the faculty person is often at a loss for concise concepts that others can readily relate to for several reasons: the technology may be unfamiliar, seemingly complex, or simply difficult to convey; there is nothing really similar to compare (ie., VCR tapes are not the same thing as "live" news); and more importantly, this is an experiential medium, it's tangible when you're there, etheric when you're not.

In the period of time that I have come in contact with educators who are excited about SCOLA and interested in expanding the horizons of their campus one trait seems to stand out in common... it is a meeting of like minds. Those educators who are immediately attracted to SCOLA may not even readily see tangible applications, but they simply feel the resource has unique and useful applications. This guttural emotional response is not what you can take to a Dean and readily convey. Getting down to business facts is what they want to hear, how much and what will it do for the school. The question then becomes, how do you distill the ether without vaporizing the product?

Listing out the tangible facts about SCOLA is workable, but what do you do with all of those magical moments of insight that are subtle - just below the surface? Those moments exist in reality, they are as difficult for me to express as the person sitting across from a Dean with a proposal on the desk. You can not hand that man or woman a platitude of ideas, you must have a plan.

The SCOLA programming is a resource and should be considered as resourceful as a set of

encyclopedias to a curious mind. As a resource, it can be copied, replayed or reused in a number of different ways. The TV viewer is no longer passive, but moved to curiosity with the scenes of far away lands, unfamiliar peoples, and different sounds. Like your first visit to a foreign country, you realize the cultural differences of other people (they might like stronger coffee or tea instead) meaning their ways are not necessarily "wrong" and yours are "right" but just different. The habitually passive viewer, now moved to a curious space, begins to feel the uniqueness of his own culture, and once there, is more receptive to change, understanding, and hence... learning.

The importation of "live" or near live news from around the globe is a mega project by any measure. Not surprisingly then would be the effect on the TV viewer, directly, and on secondary expressions, indirectly. These secondary expressions would include the actual content of the TV medium. Another issue of concern is not just what is being said, but how it filters through our "worldview" how we perceive what the information or message is saying to the viewer. The audio visual medium carries a message of a foreign content which is received and filtered through the viewers own perceptions. A subtle shift of attitudes toward a broader worldview begins to take place with the viewer. I call this the "SCOLA effect."

Moving to the concise tangibles, there are two categories of people that SCOLA will affect differently, teacher and student.

The teacher will need to allocate time within the course structure to show SCOLA or assign it as homework. There is less benefit for lower level language courses than second year, however, most courses could incorporate SCOLA at any level to the degree the instructor feels relevant or is willing to develop. Social sciences (political science,

---

CONTINUED ON NEXT PAGE

**BENEFITS**  
**CONTINUED FROM PREVIOUS PAGE**

history, anthropology, etc.), journalism, international courses (marketing, government, business, etc.), religion, and a host of others could all utilize the resource. The development of many of these disciplines is still underway. There will be telecourses to idea books available in the future, at this time there is an opportunity to develop this area for those interested.

Language instructors have had the most experience to date. Their observations include the following:

- they have watched the programming to improve their own pronunciation of the language;
- the knowledge of current events is helpful in class;
- social events and celebrations bring the dynamics of the cultural aspects alive and more readily transferable in the classroom

The language students have been observed to share similar effects:

- the students tend to be more motivated to learn the culture behind the language;
- they tend to continue beyond minimum language requirements, enlisting in upper level courses;
- their comprehension, grammatical usage, dialect pronunciation, and common ("street language") usage improves;
- they tend to stay with the course and not drop out through the semester;
- greater travel to the native language country has been observed;
- those students who do travel to the native country experience less culture shocked, t h e y speak more confidently, using common phrases, are familiar with famous places, and generally assimilate better than students who do not use the SCOLA resource prior to travel.

There are other examples of how the SCOLA resource has been employed in the academic environment. All of these uses seem to naturally develop as the enthusiasm of the instructor and student discover new applications for the resource.

Considering the news broadcast itself, this was a carefully chosen type of programming. The use of news broadcasts as the message or information to be delivered by the SCOLA resource was decided because:

- news broadcasts are a common vehicle for nations to report the state of the union to their own people;
- governments state policy to their own people and other governments through the news organ + media connection;
- the use and pronunciation of the language is very precise and accurate;
- the content of the media reflects the human condition at the time and place of origin;
- news broadcasts are well packaged, concisely written, and tremendously informative programs produced by a team of professionals dedicated to presenting a message. The message could be that of the government, a social cause, or a significant event of current interest to a broad range of people.

The net effect of un-edited "live" or near live news broadcasts from around the globe is a compilation of the world condition at that moment. The view is not obstructed by one culture sifting through with their own reporters. The un-edited, full run newscast is not only a current pulse of the world, but and expression of viewpoints that may be sensitive between nations. This fluid diversity allows the viewer to experience an intercultural awareness never before available. The SCOLA programs are a resource that permits the viewer to peer through a dynamic cultural window to the world. The subtlety of that experience is as difficult to capture in words as it is to define in value. • — M.L.S.

## **SCOLA'S NUMBERS**

**PHONE 402+280-4063**

**FAX 402+280-2336**

**TELEX 438119**

# SCOLA in JETT

The most recent Journal of Educational Techniques and Technologies (JETT) published an article which will be of interest to those starting campus cable systems. The article "When the Truck That Brings Your Satellite Antenna Leaves, Does the System Really Work?" was written by Suzanne E. Lindenau, Director of Language Laboratories, University of Georgia. Suzanne is the editor of JETT which is the publication for the International Association for Learning Laboratories (IALL). The main purpose for the Association is to bring educators together that have a common interest in technology based language learning. IALL is planning for its first Conference in the Summer, 1989, which will cover new and innovative developments in language teaching techniques and technologies.

The article presents the basic components of satellite systems, the language of the satellite industry, and current developments of special interest to language laboratory innovators. Suzanne also mentions the development of SCOLA and the campus cable system. In the conclusion, she calls for action among colleagues... "Satellite broadcasts from the target language countries are the "next best thing to being there" provided we who are responsible for equipping students to function in a multi-lingual world come up with innovative ways to help them analyze, understand, put into context, and use what they hear and see on world TV." • — Michael L. Shonka

## Letters to SCOLA

" . . . . . I have been watching SCOLA for several months and want you to know how valuable it has been in my attempts at learning German. The practice of listening to the language has indeed improved my comprehension skills. Thanks for providing the service. . . . . "

" . . . . . I am an individual with a home satellite

receiving system. If you have subscriptions to your service for individuals, I would be happy to support your programming. . . . . "

— James F. Havlice  
Los Altos, CA

" . . . . . Thank you very much for the SCOLA tapes. I had a chance to look at the material already and think that without a doubt this would be wonderful material to have for Turkish language instruction programs. . . . . "

" . . . . . Reading through the brochure I was impressed by the very ambitious future plans which I find most worthwhile. . . . . "

— Erika H. Gilson  
American Association of Teachers of Turkish  
Executive Secretary-Treasurer

" . . . . . After I visited the Soviet Union last summer, I realized how important the auditory aspect of a language was in helping to assimilate it into one's own mind. I found that by merely being exposed to everyday conversation of real Russians, my comprehension of the Russian language skyrocketed. After returning to Duke for my Senior year, I found myself feeling a little anxious about maintaining my new skills with the Russian language I had acquired over the summer. . . . . "

" . . . . . I find myself speaking and writing Russian more fluidly and easily. Phrases and vocabulary seem to pop out of nowhere when I am trying to express myself in Russian. This newfound ease with the language I attribute to the benefits of SCOLA. The importance of consistent, sustained exposure to a foreign language, by native speakers, cannot be underestimated. . . . . "

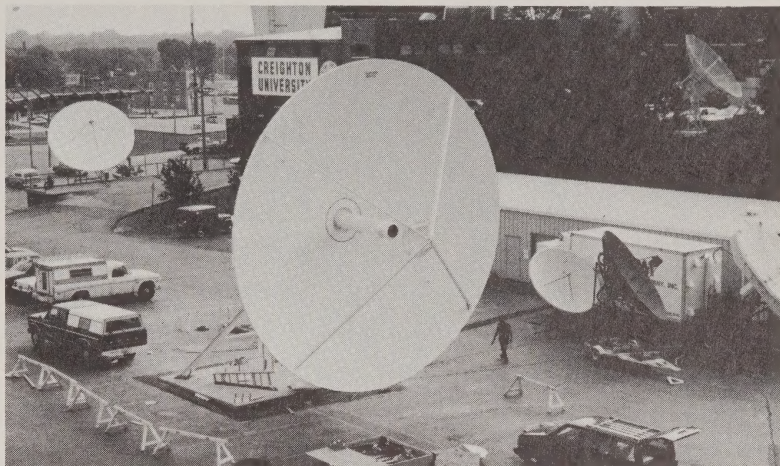
— Nancy Owens  
Duke Grad - 1988

# *Global Photo Page*

Antenna tilted forward to fit electronics.

Dish, behind left, is 16' diameter.

Transportable uplink far right — middle



Lee Lubbers, S.J.; President of SCOLA in front of uplink while under construction — 6/11/88

# TEMPORARY SERVICE INTERRUPTION

The construction of the uplink and transmission facility will necessitate an interruption in service. The SCOLA service ended broadcasts on the temporary uplink on June 17, 1988. The construction of a new production and transmission studio is expected to take most of the summer. We anticipate being back on the air September 1, 1988. Affiliates will have this down time added to their membership period. Any requests for foreign news tapes during this time should be directed to Dave Kranda 402+280-3162.



# Global

Bulk Rate

U.S. POSTAGE

**PAID**

Omaha, Nebraska

Permit No. 91

**SCOLA**

**2500 California Street**

**Omaha, NE**

**68178-0778**

**(402) 280-4063**

(Please send address change to above)

BOB COOPER  
COOP'S SATELLITE DIGEST  
P O BOX 100858  
FORT LAUDERDALE, FL 33310